



LEXICALLY-BASED APPROACH IN ELT: A State of the Art

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ABSTRACT

This paper explores the most recently issues in English language teaching known as lexically-based approach and discusses the current issues and promising contributions to L2 teaching development. Internationally, the perspective is afforded as the demands of current settings and necessities in the context of ELT, particularly the ones consider English as their second and foreign language usage. The diversion of ELT contexts in the world might trigger the imbalance use of teaching approaches, strategies, techniques and teaching model. Therefore, in bridging the gap of the imbalance, this paper suggests some worthy-applied approaches which might be taken as considerations. EFL practitioners, teachers, students, curriculum makers and school practitioners in the level of junior, senior high school and university can incorporate the proposed lexically-based approaches in their teaching and conduct research on the effectiveness of the approaches and techniques they utilize. The effect of chunking, the learning of formulaic phrases, collocation instruction and conscious awareness of learning lexicon can add a different dimension to teaching that may result in better L2 proficiency.

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INTRODUCTION

Linguistically, in language learning the term so-called "lexicon" refers to vocabulary, while vocabulary in general refers to the list of words in a certain language. Vocabulary is one central component of language learning and teaching and is of great significance to language learners. Words are the basic concrete which is building blocks of a language. Words are labeling objects, actions, and ideas without which people cannot convey the intended meaning (Rahimi, Momeni, and Nejati, 2012). Rahimi, Momeni, and Nejati postulated that although grammar remains an important part of language acquisition, the lexical memory load, even for an intermediate learner, is enormous. It is now recognized that the principal difference between intermediate and advanced learners is not the complexity of their grammatical knowledge, but the greatly expanded mental lexicon available to advanced learners.

THE BEGINNING OF LEXICALLY-BASED APPROACH

The Lexical Approach was firstly promoted by Lewis (1993) and published since then. Many scholars have been widely and lively debating such concept of lexical approach impact to ESL and EFL teaching. Many reviews emerged, and an enormous number of scholars and colleagues have written with queries, disagreements, support, and practical suggestions for taking this approach into the classroom settings. Lewis (2008) postulated that lexical approach is particularly gratifying that most of the comments from teachers working in regular language classrooms have been positive and show how they believe they can incorporate lexical insights into their day-to-day teaching. Further Lewis explained that lexical approach was intended to be a practically applicable methodology recipe. It stands or falls on the simple criterion of whether or not it can be implemented in everyday language classes.

Return on total Assets (ROA) atau laba atas aset, namun tidak berpengaruh signifikan terhadap Return of Equity (ROE). Sedangkan temuan dari, Lin et al (2016) menemukan hasil penelitian bahwa Cash Conversion Cycle (CCC) menunjukkan hubungan negatif dan signifikan dengan Return on total Assets (ROA).

There were many reactions to the linguistic analysis of The Lexical Approach since then, which seemingly most of them were broadly positive. The reaction to the pedagogical implications was decidedly more mixed, ranging from an enthusiastic to the dismissive. Pursuant to my review on former articles from reputable journals, the following pages of this paper inform how lexical approach completely changes the way teachers think and react to ELT, and the changes to what students actually cope with in and out of the classroom. Enormous pedagogical implications reveal both additions and subdivision from present practice, and all informed a major shift in the teachers' perception of their own role to L2 teaching. In many ways it would be easier to argue that in fact, implementing the Lexical Approach involves a big change in the teacher's understanding of language.

To me, this Lexical Approach is a groundbreaking teaching method that was brought into the field of ELT to systematically examine the nature of lexis and its subdivisions in second language acquisition. This is in line to Lewis (1993) who strongly argued that "language consists of grammaticalised lexis, not lexicalized grammar". In Lewis' view, learning collocations, the key component of grammaticalised lexis, is equal to language learning.

Like Krashen's Natural Approach, and in the tradition of the Hyme's Communicative Approach, the Lexical Approach places communication of meaning at the heart of language and language learning. This leads to emphasis on the main carrier of meaning of vocabulary. The concept of a large vocabulary is extended from words to lexis, but the essential idea is that fluency is based on the acquisition of a large store of prefabricated items, which are available as the foundation for any innovative linguistic or creativity. Grammatical knowledge permits the creative re-combination of lexis in novel and imaginative ways, but it cannot begin to be useful in that role until the learner has a sufficiently large mental lexicon to which grammatical knowledge can be applied.

WHAT IS LEXIS?

Fundamental understanding and standard view divide language into grammar (structure) and vocabulary (words); it looks like this Lexical Approach challenges this fundamental view of language. Instead, the Lexical Approach argues that language consists of chunks which, when combined, produce continuous coherent text. The chunks are of different kinds and four different basic types are identified. One of these consists of single words while all the others are multi-word items (Lewis, 2008).

Words

This terminology of “word” is very famous and familiar; it is old-fashioned vocabulary, and is found listed and explained in even the most unsatisfactory dictionaries. Words which can stand alone are lexical items, and where a single word produces a totally new meaning. Now, the most fundamental linguistic insight of the Lexical Approach is that much of the lexicon consists of multi-word items of different kinds. Words are the largest and most familiar category, but it is the other categories which provide the novelty and pedagogic challenge which is the subject of this paper.

Collocations

In addition to words, collocation is the central specifically linguistic ideas of the Lexical Approach. Collocation is the readily observable phenomenon whereby certain words co-occur in natural text with greater frequency. I believe we all know the following pairs: catch/miss the bus, or make/do a mistake. However, do we really know? Are our mental lexicons sufficient enough in coordinating those co-occurrences of the words? And, even if they are, what part does collocation play in standard classroom activities? Is it a simple extension of vocabulary teaching? Collocations range on a spectrum from fully fixed (a broken home, to catch a cold), through relatively fixed, to totally novel. It is the case that two words co-occur and they collocate.

Currently, EFL teaching teaches certain adjectives with their associated preposition: suspicious of, relevant to, etc, but chunks are bigger than that. The Lexical Approach emphasizes combinations which are not only possible but highly likely. It is a small but significant improvement to direct learners’ attention to slightly larger chunks: suspicious of people who....etc.

WHAT ABOUT GRAMMAR?

In EFL contexts, so far the teaching of vocabulary has long been ignored. There were only few researchers and scholars who conducted research on the utilization of lexically-based language teaching. However, grammar has traditionally been emphasized. Therefore, to make English language learning successful, a shift from grammar to vocabulary now needs to be promoted and conducted. Kweldju (2012) emphasized that vocabulary should be learned early, seriously, explicitly, continuously, and correctly. Further Kweldju elaborated that the learning of vocabulary is inseparable from the learning of grammar. The old metaphor established by Chomsky (1972) saying that grammar is the bone and the lexicon is the flesh of a language has to be left behind. Language is neither individual words nor grammar, but language is collocations and or lexico-grammatical units, or prefabricated chunks. Although Chomsky’s theory always relates to the innate process in the human mind which suggests that the acquisition of a language (second language) certainly is through the process in the mind. However, the humans cannot develop their metalinguistic awareness naturally in the brain without having stimulated from the outer side of the brain. Therefore, we, as EFL practitioners, should do a shifting from the old paradigm into a new paradigm that is the realization of the teaching of L2 through the presentation of collocations and or lexico-grammatical units, or prefabricated chunks. Kweldju (2012) asserted that a chunk is a unit of memory and it is stored in mind as whole words. Therefore, to make this lexico-grammatical approach work, the teaching of L2 must be explicitly through the combination of lexis and grammar in the form of direct collocations instruction and or lexico-grammatical instruction, or prefabricated chunks instruction. This inseparability between lexicon and grammar is one of the important bases of the lexico-grammatical approach of second or foreign language learning.

To make the English chunks or lexico-grammatical units memorable, new words and new expressions need to be presented several times in different contexts and exercises. Kweldju (2012) postulated that learning words is not only for confronting unknown words for the first time and for knowing their meanings only, but learning vocabulary needs consolidation through memorizing, incidental learning and practicing.

RECENT RESEARCH IN LEXICALLY-BASED LANGUAGE TEACHING AND IMPLICATIONS TO CURRENT EFL SETTINGS

Saeed Mehrpour (Shiraz University, Iran) (2008) conducted a research entitled A Comparison of the Effects of two Vocabulary Teaching Techniques. This research explored the impacts of two vocabulary teaching techniques, mainly a contextualizing technique and a decontextualizing technique on vocabulary learning of a low proficiency group of Iranian learners of EFL who were divided into an experimental group and a control group. The experimental group was taught by memorizing word lists associated with their Persian meanings (a decontextualizing technique) and having a lot of inside-and-outside-of-the-class practice. The control group was taught by making either spoken or written sentences using new English words (a contextualizing technique). Two types of tests: a rote memorization test and a sentence-making test were administered to both groups. The results revealed that the experimental group outperformed those in the control group quite significantly on a vocabulary memorization test. The experimental group also had a better performance on a sentence-making test than the control group though the difference was not statistically significant. Thus, rote memorization of word-lists can work better than sentence-making practice. Pursuant to the results of this research, it can be concluded that rote memorization of word lists as a decontextualizing or direct technique of vocabulary teaching/learning is better than sentence-making practice as a contextualizing or indirect technique, particularly for learners at the beginning levels of language instruction.

As the more vocabulary the learners have, the greater effect on the improvement of language proficiency in reading, listening, speaking, and writing, especially at beginning levels. Therefore, this research findings implies that due attention (direct instruction) should be paid to choosing and implementing appropriate vocabulary teaching/learning techniques in EFL classes.

Susan O'Hara (Sacramento State University, CA.) and Robert Pritchard (California State University, Sacramento) (2008) conducted a research on Hypermedia Authoring as a Vehicle for Vocabulary Development in Middle School English as a Second Language Classrooms. They investigate the impact of authoring hypermedia on English as a second language sixth- and seventh- grade students' academic English vocabulary and underlying concept development. This study was conducted in a middle school in a small town in northern California. Forty native Spanish speakers were identified as participants. Analysis of data showed that students participating in hypermedia projects, as opposed to traditional science or social science curriculum, were better able to acquire content specific concept terms. Interview data revealed that students found projects worthwhile because they allowed students to personalize their learning and accomplishments.

The finding of the research revealed that the use of hypermedia environment in this project helped students stay engaged and on task and lessened their frustration level during the learning process. Engagement in the process of hypermedia authoring in this study promotes vocabulary development as students connect new words to their prior knowledge and choose their own words and images to represent the underlying concepts. Therefore, the findings imply that the procedures used in this study represent a potential instructional model for teachers in similar settings. Hypermedia can improve students' understanding of target vocabulary and attitudes toward vocabulary instruction.

Through this finding (O'Hara and Pritchard), I found that the technique implemented in this research is contextualized-learning, just like the one promoted by Krashen (1989). This is in contrast to Mehrpour (2008) who postulated that rote memorization of word-lists can work better than sentence-making practice, and emphasized the teaching of vocabulary through lexically-based.

This finding is seemingly not in line with Kweldju (2001) who postulated that knowing a word requires at least morphological, syntactic and collocational aspect of the word. The teachers ask the students practice

the words in form of lexicogrammatical units (sentences). And thus, in this concept, the teaching of vocabulary should be ideally lexicogrammatically-based.

Cahyono and Widiati (2008) postulated that there are three approaches to vocabulary teaching and learning: incidental learning, explicit instruction, and independent strategy development. Incidental learning is learning vocabulary as a product of doing other language activities, for example, reading and writing (contextualized-learning). Explicit instruction refers to intentional learning of vocabulary through rote memorization (decontextualized-learning). Independent strategy development concerns equipping learners with strategies for vocabulary learning. It is by considering the technique implemented in this study, I can conclude that the authors applied explicit instruction by using independent strategy development.

Omid Akbari (University Putra, Malaysia) (2008) conducted a research on Teaching Vocabulary Items through Contextualization and Picture to Elementary Iranian EFL Students. This research was conducted to investigate the effectiveness of teaching vocabulary items through pictures and contextualization to elementary Iranian EFL students. The subjects were divided into three groups each consisting of 32 male learners. The subjects were assigned to three almost homogeneous groups, based on their scores on a general test which had been standardized and validated before. All the students came from the same linguistic background and the teacher and teaching materials were the same for the three groups. The experimental groups received different treatments. In one class vocabulary items were presented through pictures, and in the other class they were used in contexts and model sentences. In the third class, control group, the new words were presented through definitions and synonyms. The treatment of the study took 10 sessions. At the end of the term, the posttest was administered. Then, the analysis of the results in the posttest revealed significant differences between picture group and context group, on the one hand, and between these groups and the control group, on the other hand. The results showed that though both picture and context enhanced vocabulary development of the learners, picture seemed to be better than context. That is, picture group outperformed the other two groups significantly. Hence, it was concluded that the contribution of pictures in teaching vocabulary items to elementary Iranian EFL students led to a higher level of vocabulary improvement.

When I read Akbari's article, I found that the techniques implemented in this research are pictures and contextualization. The findings revealed that pictures are more useful than contextualization technique in teaching vocabulary items. This is in line with O'Hara (2008) who postulated that the use of hypermedia (many sources) environment helped students stay engaged and lessened their frustration level during the learning process. Further O'Hara (2008) argued that engagement in the process of hypermedia authoring promotes vocabulary development as students connect new words to their prior knowledge and choose their own words and images to represent the underlying concepts. Cahyono and Widiati (2008) postulated that in addition to incidental learning, explicit instruction, EFL teachers can apply independent strategy development which means equipping the learners with strategies for vocabulary learning. Therefore, I can conclude that the author of this article (Akbari) utilized independent strategy development to trigger the students' knowledge using visual media. On the other hand, this is in contrast to Mehrpour (2008) who postulated that rote memorization of word-lists can work better than sentence-making practice (contextualization technique) because, Mehrpour (2008) emphasized the teaching of vocabulary through lexically-based.

Other finding came from Jeng-yih Tim Hsu (National Kaohsiung First University of Science and Technology, Taiwan) and Chu-yao Chiu (National Kaohsiung Hospitality College, Taiwan) (2008). The research entitles *Lexical Collocations and their Relation to Speaking Proficiency of College EFL Learners in Taiwan*. This study investigated the knowledge and use of English lexical collocations and their relation to the speaking proficiency (assessed by two speaking tests) of Taiwanese EFL university learners. Data for the study were collected from 56 junior English majors at a National University of Science and Technology in Southern Taiwan. The research findings showed that there was a significant correlation between

Taiwanese EFL learners' knowledge of lexical collocations and their speaking proficiency. However, no significant correlation existed between the subjects' use of lexical collocations and their speaking proficiency. There was also no statistically significant correlation between the subjects' knowledge and use of lexical collocations. It was concluded that knowledge of lexical collocations seemed to be a more significant indicator of speaking proficiency than the subjects' ability to use lexical collocations. It implies that teachers can at least try to provide EFL learners explicit collocation instruction by presenting sources of lexis, such as corpus, concordance, and dictionaries of collocations, ensuring these learners to have direct exposure to chunks of English language and learn to extract and use patterns of lexical collocations effortlessly.

After reading Hsu and Chiu's article, I found that the knowledge of lexical collocations is significantly associated with EFL learners' proficiency particularly in spoken English. It implies that teachers can provide EFL learners sources of lexical collocations, providing EFL learners to have direct exposure to chunks of English and to use the patterns of lexical collocations. This finding is in line with Kweldju (2001) who postulated that knowing a word requires at least morphological, syntactic and collocational aspect of the word. The teachers ask the students practice the words in form of collocational units. And thus, in this concept, the teaching of vocabulary should be ideally lexically-based.

The next finding comes from Mehrak Rahimi, Ghodrat Momeni, and Reza Nejati (English Department, Faculty of Humanities, Shahid Rajaei Teacher Training University, Lavizan, Tehran). The research entitles *The Impact of Lexically-Based Language Teaching on Students' Achievement in Learning English as a Foreign Language*. This study investigated the impact of Lexically-Based Language Teaching (LBLT) on Iranian high-school students' English achievement. Sixty students participated in a pre-test-post-test quasi-experimental design. Within 16 weeks, new words of the English textbook were taught to the control group based on traditional techniques of teaching vocabulary such as translation and explanation. Meanwhile, new words were taught to the experimental group using LBLT techniques including noticing/recording language patterns and collocations and working with concordances. The results showed a significant difference between two groups' achievement in favor of the experimental group in learning vocabulary and reading but not in grammar. It was concluded that LBLT had a positive effect on students' achievement in learning vocabulary and reading skill. As an implication to TEFL, concordance consultation and corpora use can bring about a great deal of achievement in learners' reading comprehension. In addition, learners can make use of concordances to gain access to the pattern and use of the most frequent words in the language.

When I read this article, I found that the knowledge of lexical collocations is significantly associated with EFL learners' proficiency particularly in productive skills. It implies that teachers can provide EFL learners sources of lexical collocations, providing EFL learners to have direct exposure to chunks of English and to use the patterns of lexical collocations. EFL teachers should provide concordance consultation and corpora use that can bring about a great deal of achievement in learners' proficiency. Teachers should also take into account the collocations of each particular word and the frequency account of words in real communication. The finding of this study is in line with Hsu and Chiu (2008) who postulated that the knowledge of lexical collocations is significantly associated with EFL learners' spoken English. Thus, further Hsu and Chiu implied that, teachers can at least try to provide EFL learners sources of lexis, such as corpus, concordance, and dictionaries of collocations, ensuring these learners to have direct exposure to chunks of English language and learn to extract and use patterns of lexical collocations easily.

Other recent study conducted by Jeng-yih Tim Hsu (Department of English National Kaohsiung First University of Science and Technology) (2010) on *The Effects of Collocation Instruction on the Reading Comprehension and Vocabulary Learning of Taiwanese College English Majors*. This study examined the effects of direct collocation instruction on Taiwanese college English majors' reading comprehension and vocabulary learning. Three groups of Taiwanese college English majors were divided according to their academic levels. Each group received (a) a vocabulary pretest, (b) 3 different types of instruction—single-

item vocabulary instruction, lexical collocation instruction, and no instruction—in separate classes, (c) a reading comprehension test, and (d) 3 vocabulary recall tests. The results indicated that (1) the lexical collocation instruction improves the subjects' vocabulary learning more than their reading comprehension across all three academic levels; (2) the treatment of collocation instruction promotes the subjects' performance on the 3 recall tests, outscoring the other two instruction types in the vocabulary retention patterns. This study suggests that direct collocation instruction can be a worthy option for exploration in teaching although more extensive studies need to be carried out to further support the findings.

This article informs that direct instruction of lexical collocations is considered to be beneficial to English majors of all academic levels in vocabulary learning. This is in line with Hsu and Chiu (2008) who asserted that the knowledge of lexical collocations is significantly associated with EFL learners' proficiency. The direct collocation instruction is a new field in EFL settings where none of the former collocation-related studies have touched upon. Teachers can try to provide EFL learners direct collocation instruction and sources of lexis; and provide a direct exposure to chunks of English language.

Mohammad Yousefi Oskuee, Susan Pustchi, Sara Salehpour (Department of English, Islamic Azad University, Tabriz Branch, Tabriz, Iran) (2012) conducted a research on *The Effect of Pre-teaching Vocabulary and Collocations on the Writing Development of Advanced Students*.

This study homes in on the lexical aspects of the language shedding light on the effect of pre-teaching vocabulary and collocations on writing development. It was believed that pre-teaching relevant vocabulary and collocations could be used to improve the learners' writing ability, and the researchers have assumed that learners' L2 writing can be developed over time, in response to instruction, feedback, and practice. Forty advanced students in Goldis Institute participated in the study. After twenty sessions of instruction and five composition tests at regular intervals, the researchers found out that the students in experimental group were more successful than those in the control group who used traditional methods. The results is indicating that pre-teaching vocabulary and collocations can be a useful means of helping students to improve their writing quality. Results also show that the L2 writing of these students does indeed develop over time, with notable improvements in a number of features.

The research findings reveal that pre-teaching vocabulary and collocations seems to have considerable impact on writing development of advanced students and improves the quality of their output appreciably. Although this study was conducted on a small group of students, the results of the study have implications for other EFL learning situations as well, as research suggests that collocation is vital for fluent language use. Overtly teaching collocations and their use seems imperative, as research suggests it cannot be taken for granted that foreign language learners, after years of English learning, will naturally develop an awareness of collocations. It is necessary to resort to instructional intervention to raise learners' awareness of collocations. Raising learners' awareness of collocations by leading them through the whole prewriting, in-writing and post-writing process helps them "learn to write" and "write to learn".

Mehrak Rahimi and Ghodrat Momeni (2012) (English Department, Faculty of Humanities, Shahid Rajaei Teacher Training University, Lavizan, Tehran) conducted a research on "The effect of teaching collocations on English language proficiency". This study investigated the effect of teaching collocations on English language proficiency. Sixty students participated in a pretest-posttest quasi-experimental design study. For four months, the control group was taught the new words in isolation with traditional techniques such as translation and definition. In the experimental group, vocabulary was taught by providing students with collocations of a particular word through using concordances' and corpus-based activities. After the experiment both groups participated in a language proficiency test. The statistical analyses showed that the experimental group outperformed the control group in the posttest, implying that teaching collocations can improve students' language proficiency.

The findings of the study provide empirical evidence to support the fact that making use of concordances to gain access to the pattern and use of the most frequent words in the language in conjunction with their pattern of uses, can improve language competence and learners' command of collocation can influence their performance on different language skills and component.

Ming-Chia Lin and Tsuo-Lin Chiu (National Taiwan Normal University) (2009) investigated "The impact of an online explicit lexical program on EFL vocabulary gains and listening comprehension". The study examined the effects of an explicit vocabulary program on the gains of EFL lexical and listening abilities. Two sets of 4-week-selflearning lessons were constructed (<http://formoosa.fl.nthu.edu.tw/moodle2/>). The experimental group with 11 EFL college freshmen was given: a weekly listening clip, and the explicit lexical lesson targeting word sounds, meanings, and collocations. The control group with 7 freshmen was given three clips per week (2 extra clips). The results show that the experiment group performed better in the lexical and listening posttests but the control group did not. Significant correlations were found between the gains of lexical and listening abilities.

After reading the article, I found that the study aimed at examining the effects of an explicit listening vocabulary program toward the gains of EFL lexical and listening abilities. After four-week self-learning lexical program, the learners in the experimental group performed well in the vocabulary and Listening Comprehension posttest. Moreover, significant correlations are found between two language abilities. As a result, I think this finding corroborates the claim that providing lexical support is effective in enhancing the EFL learners' Listening Comprehension (LC). With the advance of listening vocabulary, the learners may make progress on their LC subsequently. Strengthening the links between the lexical sounds and meaning may help learners gradually enhance their LC, because they will be able to process key words more efficiently and interpret word meanings more promptly.

However, because the scale of the study is too small; as it only took a short treatment period and a small number of participants, I think this finding can contribute to future researcher who conducts a research on different settings. It is somehow weak to generalize the finding to other settings. Yet, future researchers can develop such technique by increasing the scale of the study.

Other finding on the benefit of collocation ability was found by Kweldju (1999). In order to discover how well English Department students' knowledge of collocations and how successful the communication strategies students used to help them supply the expected collocations, 60 subjects were involved in this study. A fill-in-the-blank form test was administered to them to supply the collocates of the given nodes of selected collocations. The result of the analysis indicated that learners had a low mastery of collocations, and collocations need deliberate learning and teaching.

The finding of the research from Kweldju above indicates that collocations should be brought to the attention of the learners and deliberately learned, because it was evident that excessive exposure and over-learning were crucial for retaining. This corroborates the findings from some researchers presented in this paper (Lin and Tsuo, 2009; Rahimi and Momeni, 2012; Oskuee and Pustchi, 2012; Hsu, 2010; and Hsu and Chiu, 2008). The deliberate teaching of collocation by making use of concordances to gain access to the pattern and use of the most frequent words in the language in conjunction with their pattern of uses, can improve language competence and learners' command of collocation can influence their performance on different language skills and component.

Dr. Mansour Koosha (Shahrekord University, Iran) and Ali Akbar Jafarpour (Isfahan University, Iran) (2006) investigated "Data-driven Learning and Teaching Collocation of Prepositions: The Case of Iranian EFL Adult Learners".

The purpose of this study was to see if concordancing materials presented through data-driven learning (DDL) have any effect in the teaching/learning collocation of prepositions. 200 senior English majors

studying at three Universities in Shahrekord served as the participants of this study. The experimental group received treatment through the DDL instruction that was based on concordancing lines. The results of the study yielded that the DDL approach proved to be highly effective in the teaching and learning of collocation of prepositions.

This finding showed that DDL seemed to have a greater explanatory power and led to highly significant results in the use of collocation of prepositions. Thus, it is very possible to develop a new approach (such as DDL) towards the teaching of collocations, and specifically collocation of prepositions using concordancing materials. Language instruction, therefore, should focus on collocations, and the way they are pieced together, along with the way they vary and the situations in which they are used.

This finding indeed corroborates the findings from Lin and Tsuo (2009), Rahimi and Momeni (2012), Oskuee and Pustchi (2012), Hsu (2010) and Hsu and Chiu (2008). All of them are having commonalities in their findings. They equally propose deliberate teaching of collocation by making use of concordances to gain access to the pattern and use of the most frequent words in the language in conjunction with their pattern of uses.

To my understanding, those researchers have proven the direct teaching of collocation through an isolation (words lists or decontextualized-teaching). However, none of them has found the contextualized-teaching of collocations. Therefore, I may provide some suggestions that can also be made about how to teach collocations. First, it is not sufficient merely to teach lexical combinations, including collocations of prepositions in isolation. Rather, they should be taught within context. Second, not only should the selection of collocations but also their teaching should be with reference to L1, because L1 showed to be highly influential in the production of collocations. Third, since the use of collocations was highly correlated with EFL learners' language proficiency, collocations should be considered as an important factor in determining their overall proficiency.

CONCLUSION

I believe we have learnt many things about not only the techniques of EFL teaching, but also the development of language in pertinent to SLA. Yet, few would deny that our understanding of the meaning of lexical teaching is far richer today than a decade ago. Since the study of language teaching never reaches an ending, especially education practitioners in EFL teaching continue to broaden their perspective on digging novel strategies in EFL settings.

Drawing on current understanding of purposeful language instruction, the lexically-based language teaching offers a view of the language teachers as a shifted technique in EFL learning. It encourages students to piece the words together, along with the way they vary and the situations in which they are used. The learning of vocabulary is inseparable from the learning of grammar. However, the old paradigm established saying that grammar is the bone and the lexicon is the flesh of a language has to be left behind, because language is neither individual words nor grammar, but language is collocations and or lexico-grammatical units, or prefabricated chunks.

In this paper, some researchers have provided empirical evidence contributing to the deliberate and direct teaching of lexis and collocation. Although there was some limitation on the scale of the study, I think this finding now empower the research on language component which has been shifted from traditional grammatical approach into a novel lexico-grammatically-based language teaching. This will help and contribute to future researcher who conducts a research on improving EFL learners' proficiency in language component. This paper informs how teachers and students enhanced their teaching and learning through the use of a shifted and novel paradigm of teaching perspectives. More studies are needed in order to elucidate and uncover the phenomenon of using the lexico-grammatically-based language teaching. In

addition, future studies should also explore an independent strategy development concerns equipping learners with strategies for vocabulary learning.

GUIDELINES FOR LEXICON INSTRUCTION

It was by reviewing the articles above, as a reflection, now I can propose some guidelines that might be applicable for all EFL teachers. As the knowledge of lexical collocations is significantly associated with EFL learners' proficiency particularly in all skills of English, the teachers can provide EFL learners sources of lexical collocations as well as concordances, providing EFL learners to have direct exposure to chunks of English and to use the patterns of lexical collocations. The teachers should ask the students practice the words in form of collocational units. And because the learning of vocabulary is inseparable from the learning of grammar, or language is neither individual words nor grammar, but language is collocations and or lexico-grammatical units, or prefabricated chunks, the teaching of L2 must be explicitly through the combination of lexis and grammar in the form of direct collocations instruction and or lexico-grammatical instruction, or prefabricated chunks instruction. This inseparability between lexicon and grammar is one of the important bases of the lexico-grammatical approach of second or foreign language learning. And thus, in this concept, the teaching of vocabulary should be ideally lexicogrammatically-based.

A CHALLENGE

I challenge all English instructors in the level of junior high school, senior high school and university level to utilize lexico-grammatical approach in their teaching and conduct classroom research on the effectiveness of the techniques they use. As I believe, the shifting approach of teaching EFL can add a different dimension to teaching that may result in better L2 proficiency.

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